

She'll Be Comin' 'Round the Mountain

Railroad Song

G

1. She'll be com - in' 'round the moun - tain when she
2. She'll be driv - in' six white hor - ses when she

G

comes, (toot, toot!) She'll be com - in' 'round the moun - tain when she
comes, (whoa back!) She'll be driv - in' six white hor - ses when she

D7 G

comes, (toot, toot!) She'll be com - in' 'round the
comes, (whoa back!) Sh'ell be driv - in' six white

G C

moun - tain, She'll be com - in' 'round the moun - tain, She'll be
hor - ses, she'll be driv - in' six white hor - ses, She'll be

G D7 G

com - in' 'round the moun - tain when she comes. (toot, toot!)
dri - vin' six white hor - ses when she comes. (whoa back!)

3. Oh, we'll all go out to meet her when she comes, (Hi, babe!) . . .

4. Oh, we'll all have chicken and dumplings when she comes, (yum, yum!) . . .

SINGING

Though parents and teachers may know this song from their own childhood, for the children in your class today it is probably a new discovery. It is actually an old railroad song and the anticipated arrival is by train and then by coach. Notice that the lyrics are very repetitive but that the melody line changes with each repeat. Take each phrase one at a time and sing it until the children are confident in their singing. Then move on to the next phrase until all phrases of the song are learned and sequenced together

PLAYING

Use classroom instruments to create a railroad sound background for the song. Use sand blocks to represent the steam escaping the locomotive, rhythm sticks to represent the clatter of the wheels on the tracks, and a train whistle to mark the arrival and departure of the train as it comes around the mountain. The sand blocks and rhythm sticks can be rhythmic, the train whistle should be random. Have the sounds start slow and gather speed as the train leaves the station. Once they are rumbling along providing a steady accompaniment, have the children sing the song along with the playing of the instruments.

CREATING

There are only four verses in this arrangement of this song, but many more things that could be part of the celebration that accompanies the arrival. Have the children create new verses for the song that tell the story of the whole family getting together when “she” arrives.

LISTENING

There are many recordings and books that have been created to represent this song. Find one or two other examples and have the children **listen** to the recording or to the reading of the book to make a comparison with the extended song the class created. List the similarities and differences on the board and discuss which version seems to make a more complete story line.

INTEGRATION (Dance/movement)

After the song has been learned gather the children in a circle and teach the following movement pattern. (1) First phrase - everyone walks to the center of the circle to “toot, toot” pulling on the train whistle chain. (2) Second phrase - everyone walks backwards from the center of the circle and does their “toot, toot”. (3) Third phrase (longer) - everyone walks counter clockwise around the circle then stops to do the “toot, toot” still pulling on the train whistle chain. Keeping the same walking pattern add pulling on the reins with “whoa back”, waving to your neighbor with “hi babe”, and rubbing the tummy with “yum, yum”. At the end of each verse add a few measures to do all the actions in backwards order: “yum, yum, Hi babe, whoa back, toot, toot, before beginning the next verse. Be sure to include the new verses created by the class.

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